Justin Phillip Halberda

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Developmental Psychology Lab:
http://www.psy.jhu.edu/~labforchilddevelopment/

Vision and Cogntion Lab:
http://www.psy.jhu.edu/~visionandcognition/

Academic Appointments

2003 - *Assistant Professor*. Department of Psychological and Brain Sciences, Johns Hopkins University, Baltimore, MD

2003 - *Joint Appointment*. Department of Cognitive Science, Johns Hopkins University, Baltimore, MD

2003 – 2004 *Postdoctoral Fellow*. Laboratoire de Sciences Cognitives et Psycholinguistique, Ecole Normale Supérieure, CNRS. Paris, France
Sponsor: Emmanuel Dupoux

2001 – 2003 *Visiting Fellow*. Department of Psychology, Harvard University, Cambridge, MA

Education

1997-2001	New York University	Ph.D. in Cognitive Psychology Advisor: Susan Carey
1992-1997	College of Charleston	Magna cum laude B.S. Psychology B.S. Biochemistry B.A. Philosophy B.A. Chemistry

Academic Awards and Honors

Certificate of Distinction in Teaching, Harvard University, 2003

Graduate Fellowship, National Science Foundation, 1998-2001

Henry Mitchell MacCracken Graduate Fellowship, New York University, 1997-2001

Presidential Scholarship, College of Charleston, 1995

Lee Harwood Scholarship, College of Charleston, 1993

Sigma Alpha Phi, College of Charleston Honors Society

Phi Kappa Phi, National Honors Society

Grant Support

External Funding

IGERT, "Unifying the Science of Language"
$3,182,734, Division of Graduate Education
Years: 2007-2012
Role: Associated Faculty

Templeton Foundation, "Evolution, Cognition & Culture"
$420,000, general funds and speaker series
Years: 2007-2010
Funding breakdown: $270,000 Metanexus Institute, $60,000 John T. Templeton Foundation, $60,000 in matching funds from JHU KSAS.
Role: Associated Faculty & Member of the Advisory Board

Internal Funding

PURA, "Inference versus instruction"
$3,000 Total costs
Years: 2006
Role: PI (Co-PI Meredith Brinster, *Provost Undergraduate Research Award)*

Sponsored Grants

NSF, "Logical Reasoning In Human Infants"
$135,000, tuition and stipend costs
NSF 06-592, Graduate Research Fellowship Program
Years: 2006-2009
Role: Sponsor (Co-Sponsor Lisa Feigenson, NSF predoc to Mariko Yamaguchi)

Professional Activities

Organizations and Societies

Association for Psychological Science
Eastern Psychological Association
Society for Research on Child Development
Vision Sciences Society

Grant Review Panels

National Science Foundation, April 2005

Reviewing: Journals Ad Hoc

Perception & Psychophysics
Psychonomic Bulletin & Review
Psychological Science
Cognition
Developmental Science
Cognitive Science
Psychological Review
Infancy
Journal of Experimental Child Psychology
BUCLD Language Conference
Language and Cognitive Processes

Refereed Journal Publications

Halberda, J. (submitted). From association for symbol? Children progress from using an associative word-learning strategy to reasoning logically from age 2-3 years.

Feigenson, L. & Halberda, J. (submitted). Conceptual knowledge increases infants' memory capacity.

Halberda, J., Mazzocco, M. & Feigenson, L. (submitted). Individual differences in nonverbal number acuity predict maths achievement.

Pietroski, P., Halberda, J., Lidz, J. & Hunter, T. (submitted). Beyond Truth Conditions: an investigation into the semantics of 'most' in adults.

Lidz, J., Halberda, J., Pietroski, P. & Hunter, T. (submitted). Comparison, subtraction and the psychosemantics of most.

Halberda, J. & de Marchena, A. (in revision). When A=B: Children form and reason using arbitrary equivalence classes.

Halberda, J. & Goldman, J. (in revision). One-trial learning in 2-year-olds: Children learn new nouns in 3 seconds flat.

Halberda, J., Simons, D. J. & Whetherhold, J. (in revision). Superfamiliarity affects perceptual grouping but not the capacity of visual working memory.

Halberda, J., Simons, D. J. & Whetherhold, J. (in revision). The flicker paradigm provides converging evidence for a 3-item limit of visual working memory.

Halberda, J. & Feigenson, L. (2008). Developmental change in the acuity of the "Number Sense": The approximate number system in 3-, 4-, 5-, 6-year-olds and adults. *Developmental Psychology, in press*.

Halberda, J., Taing, L. & Lidz, J. (2008). The development of "most" comprehension and its potential dependence on counting-ability in preschoolers. *Language Learning and Development, in press*.

Halberda, J. (2006). Is this a dax which I see before me? Use of the logical argument disjunctive syllogism supports word-learning in children and adults. *Cognitive Psychology, 53(4)*, 310-344.

Halberda, J., Sires, S. & Feigenson, L. (2006). Multiple spatially-overlapping sets can be enumerated in parallel. *Psychological Science, 17(7), 572-576*.

Kouider, S., Halberda, J., Wood, J. & Carey, S. (2006). Acquisition of English number marking: The singular-plural distinction. *Language Learning and Development, 2(1),* 1-25.

Feigenson, L. & Halberda, J. (2004). Infants chunk object arrays into sets of individuals. *Cognition, 91,* 173-190.

Halberda, J. (2003). The development of a word-learning strategy. *Cognition, 87*, B23-B34.

Halberda, J.P., Middaugh, L.D., Gard, B.E., Jackson, B.P. (1997). DAD1- and DAD2 like agonist effects on motor activity of C57 mice: Differences compared to rats. *Synapse, 26 (1),* 81-92.

Bowers, R.L., Halberda, J.P., Mullen, L., May, K. (1997). Captopril alters schedule induced polydipsia, urination and defecation in rats. *Pharmacology, Biochemistry, and Behavior, 57,* 353-359.

Invited Talks and Colloquia

Word Learning and Logical Inference

Duke University	*Dept. of Psychology and Neuroscience*	Spring, 2007
Johns Hopkins University	*Center for Language and Speech Processing*	Spring, 2007
University of Delaware	*Dept. of Psychology, Cognitive Group*	Fall, 2006
University of Maryland	*Dept. of Linguistics*	Spring, 2006
Universite d'Aix-Marseille	*Psychology and Cognitive Sciences*	Spring, 2004
University of Wisconsin-Madison	*Dept. of Psychology*	Spring, 2003
Scuola Internazionale Superiore di Studi Avanzati, Trieste, Italy.	*Cognitive Science Group*	Fall, 2003
Yale University	*Dept. of Psychology, Cognitive Group*	Spring, 2002

Vision and Cognition

Scuola Internazionale Superiore di Studi Avanzati, Trieste, Italy.	*Cognitive Science Group*	Fall, 2003

Invited Symposia

Halberda, J. (2006). Logical inference, domain generality, and word-learning. *Invited talk presented at the annual meeting of the Eastern Psychological Association,*Baltimore, MD.

Invited participant, *National Academy of Sciences "German-American Frontiers of Science" Conference*, June 2005.

Invited participant, AHRB Hang Seng Centre "Reflections on Innateness" Conference, April 2004.

Refereed Conference Talks

Halberda, J. (2008). Developmental change in the computations that support the mapping of novel labels to novel objects. *Talk presented at ICIS, the International Conference on Infant Studies,* Vancouver BC, Canada.

Hunter, T., Halberda, J., Lidz, J. & Pietroski, P. (2008). Beyond truth conditions: The semantics of 'most'. *Talk presented at SALT 18, the 18th conference of Semantics and Linguistic Theory*, March 21-23, Amherst Massachusetts.

Halberda, J., Hunter, T., Pietroski, P. & Lidz, J. (2008). An interface between language and vision: quantifier words and set-based processing. *Talk presented at VSS, The Vision Sciences Society*, May 9-14, Naples Florida.

Halberda, J., Lidz, J., Pietroski, P. & Hunter, T. (2007). Language and number: Towards a psychosemantics for natural language quantifiers. *Talk presented at HOWL 4, the 4th Hopkins Workshop on Language: Grammar in Cognition*, October 12-14, Baltimore Maryland.

Taing, L., Halberda, J. & Feigenson, L. (2006). Counting in deaf and hearing individuals: An interaction of language and thought. *Talk presented at EPA, the annual meeting of the Eastern Psychological Association*, Baltimore, MD.

Halberda, J. & Feigenson, L. (2005). Counting without individuals: Rapid parallel enumeration implicates preattentive object-files. *Talk presented at VSS, the Vision Sciences Society*, Sarasota, FL.

Halberda, J. (2005). Logical inference motivates word-learning in two-year-olds. *Talk presented at SRCD, the Society for Research in Child Development*, Atlanta, GA.

Halberda, J.P. (2002). Word-learning as logical inference: The case of mutual exclusivity. *Talk presented at BUCLD, the Boston University Conference on Language Development*, Boston MA, USA.

Refereed Conference Posters

Zosh, J., Feigenson, L. & Halberda, J. (2008). Parallel enumeration of multiple spatially-overlapping sets in infancy. *Poster presented at ICIS, the International Conference on Infant Studies*, Vacouver BC, CANADA.

Spiegel, C., Zosh, J. & Halberda, J. (2008). Children use Disjunctive Syllogism and fast-mapping to learn multiple novel labels in a single session. *Poster presented at ICIS, the International Conference on Infant Studies*, Vacouver BC, CANADA.

Halberda, J. (2007). Subitizing sets and set-based selection: Early visual features determine what counts as an individual for visual processing. *Poster presented at VSS, the Vision Sciences Society*, Sarasota, FL.

Zosh, J. M., Feigenson, L., & Halberda, J. (2007). Infants' ability to enumerate multiple spatially-overlapping sets in parallel. *Poster presented at VSS, the Vision Sciences Society*, Sarasota, FL.

Yamaguchi, M., Halberda, J., & Feigenson, L. (2007). Preschoolers' use of mutual exclusivity for mapping individual faces & voices. *Poster presented at SRCD, the Society for Research in Child Development*, Boston, MA.

Zosh, J., Brinster, M. & Halberda, J. (2007). Inference Is Better Than Instruction. *Poster presented at SRCD, the Society for Research in Child Development,* Boston MA, USA.

Franconeri, S., Halberda, J., Alvarez, G., & Feigenson, L., (2004). Common fate can define objects in multiple-object tracking. *Poster presented at VSS, the Vision Sciences Society*, Sarasota, FL.

Halberda, J.P. (2003). Two-year-olds' fast-mapping of novel labels: How fast is fast? *Poster presented at SRCD, the Society for Research in Child Development*,Tampa Bay, Fl.

Feigenson, L., & Halberda, J.P. (2003). Infants build sets of individuals and track their spatial locations. *Poster presented at SRCD, the Society for Research in Child Development*, Tampa Bay, Fl.

Feigenson, L. & Halberda, J.P. (2002). Looking at the limits on numerical ability: Infants chunks large sets into smaller sets. *Poster presented at ICIS, the International Conference on Infant Studies*, Toronto, CANADA.

Sorrentino, C. M. & Halberda, J.P. (2001). Do multiple proper names indicate multiple individuals? Evidence from children and adults. *Poster presented at SRCD, the Society for Research on Child Development*, Minneapolis, MN.

Halberda, J.P. (2000). The novel label/novel object strategy: A case of developmental discontinuity? *Poster presented at ICIS, the International Conference on Infant Studies*, Brighton, ENGLAND.

Halberda, J.P. (1999). Do novel labels go with novel objects? Evidence from a new word learning paradigm. *Poster presented at SRCD, the Society for Research on Child Development*, Albequerque, NM.

Rayls, K., Waid L. R., & Halberda, J. P. (1998). Correlates of attention deficit disorder in adults: Differential diagnosis. *Poster presented at APA, the Meeting of the American Psychological Association*, San Francisco, CA.

Middaugh, L.D., Halberda, J.P., Gard, B.E. (1996). The DAD2-like agonist quinpirole produces monotonic reductions in motor activity of C57 mice. *Poster presented at Neuroscience, Society for Neuroscience Abstracts*, 22.

Courses Taught

Student evaluations available upon request

Mental Models, Mental Logic
Johns Hopkins University, Each Fall since 2004
Foundations of Mind
Johns Hopkins University, Each Spring since 2005
Advanced Seminar in Cognitive Development
Department d'Etudes Cognitives, ENS, Paris, 2004
Origins of Knowledge
Teaching Fellow, Harvard University, 2003

Cognitive Psychology
Teaching Fellow, Harvard University, 2001
Evolutionary Psychology
Teaching assistant, New York University, 2000
Introductory Logic I & II
Teaching assistant, College of Charleston, 1997
Physiological Psychology Lab
Teaching assistant, College of Charleston, 1996

References

Available upon request